

# Yasmin's Dress

## Before reading

- Read the title with the children and ask: *Where did Yasmin's dress come from?*
- Turn to page 93-① and find clues to help us work out where Yasmin's dress came from.

## During reading

- Ask the children to read the story. Praise and encourage them to read fluently and with expression.
- As you listen, ask the children to point to the words that characters say and identify the punctuation marks.
- Encourage the children to read on sight high frequency words ("had", "new", "put", "what", "got", "his", "made", "her", "off", "our") and prompt them not to decode the words or use other strategies.

## Observing

Check that the children:

- are becoming increasingly aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others
- read on sight the high frequency words

## Group and independent reading activities

### Text level work

#### Objective

To discuss reasons for, or causes of, incidents in stories.

- Turn to page 96-⑦. Discuss how the children are feeling and encourage them to use a variety of different adjectives (e.g. sad, disappointed, embarrassed, ashamed, angry, mad).

- Ask: *Do you think Yasmin was right to be cross?* and prompt them to give reasons for their answers. Ask: *Do you think Adam was right to be upset?* and prompt them to give reasons for their answers.

### Observing

Can the children relate the feelings of the characters to the incidents that occurred in the book?

### Sentence level work

#### Objective

To read aloud using expression appropriate to the grammar of the text.

- On page 95-⑥, encourage the children in turn to read what Yasmin says. Discuss how each person read the text and what feelings they portray in their reading.
- Encourage the children to think about how Yasmin might be feeling and prompt them to read again, using the appropriate expression.
- Repeat for page 97-⑨, encouraging the children to read with expression what grandfather said and to explain to the group how they think he felt.

### Observing

Can the children read aloud, taking into consideration the feelings and expressions of the characters?

### Word level work

#### Objective

To investigate, read and spell words ending in "ss".

- Look at the title. Ask: *What do you notice about the word "dress"?* Discuss how it has the ending "ss".
- Encourage the children to look through the text for another word with the "ss" ending (p 96-⑦ "cross"). Create a list with the children of other words that end in "ss".

### Observing

Can the children recognise and spell words with the "ss" ending?

## Comprehension

Ask the children:

- *How did Mum make Yasmin's dress?* (p.93-② with a sewing machine)
- *How do we know that the paint is wet in the playground?* (p 95-⑤ "wet paint" sign)
- *On page 96-⑦ , why was Adam upset?* (He got paint on Yasmin's dress and made her cross.)
- *How did Grandfather get the paint out of Yasmin's dress?* (p 96-⑧ illustration: With a bottle of liquid from the shed.)
- *On page 97-⑨ , why did Grandfather want to keep it all a secret?* (So that Adam didn't get into trouble.)

## Speaking and listening activities

**Objective** Take different views into account ; give reasons for opinions and actions.

- Talk about Yasmin's dress with the children. Ask: *Do you agree or disagree that it is a pretty dress?* Encourage them to give reasons for their answers.
- Prompt them to respond to each other's differing opinions and to take them into account when giving their answers.

### ◀▶ **Cross-curricular links**

D&T: playgrounds

Science: sorting and using materials

## Writing

**Objective** To use capital letters for the personal pronoun 'I', for names and for the start of a sentence.

- Discuss with the children a new item they have that may have got broken or damaged. Encourage them to recount how the item got broken and how it made them feel.
- Prompt them to use capital letters for the personal pronoun "I".